SAFETY Education

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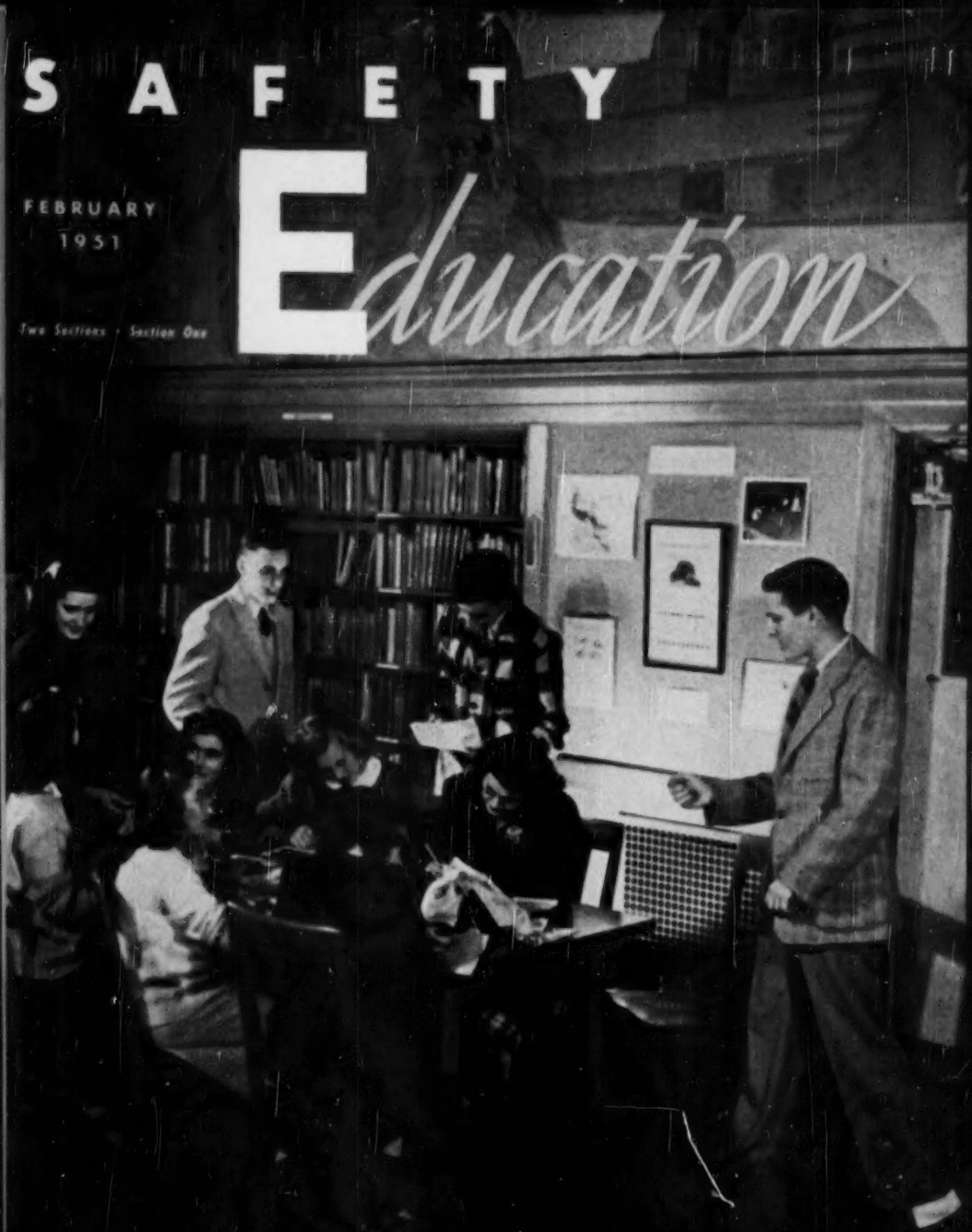

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY Education

Volume XXX
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Section One

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Accident Liability of Shop Teachers

by E. W. TISCHENDORF

THIS subject is one of great importance to the industrial education teacher and especially to pupils so unfortunate as to have an accident in the school shop. In addition to the legal obligation, there is a moral obligation to parents and pupils involved in school accidents.

What is an accident? The dictionary points out that an injury is not accidental if it can be foreseen or if carelessness causes it. It also points out that a person must use some degree of care in his conduct, depending upon circumstances surrounding the situation, in order to avoid the negligent injury of others. An accident results from an unsafe act, and/or mechanical or physical hazard.

There are two primary sources of law. They are (1) common law and (2) statutory law. Court decisions constitute common law —the law found in those decisions not based on a specific statute. Statutory law is the final primary source of law. Each of our 48 states is sovereign. The legislation in any one may differ from that of another or all other states. And any state may overrule a judicial precedent and amend or appeal previous statutes. A statute may be greatly changed by judicial interpretation.

The conclusion of one of several similar court cases in Ohio is that: "In the absence of a statute specifically creating a civil liability, a Board of Education is not liable in damages to a pupil who is taking a manual training course in its mechanical department, and who suffers injury as a result of the board's failure to properly protect as required by law, the machinery used by the pupil."

In this case, the plaintiff suffered injuries when his hand came in contact with a buzzsaw. The petition charged that the Board of Education was negligent in maintaining a saw without a guard. This case is an example of common law.

We are all aware of accidents in the school shops for which there are no available records. I wish to mention a few examples:

1. A boy in a woodworking shop was surfacing a small piece of wood on the jointer. The piece of wood was too small to be processed on a power jointer. As the piece of wood was crossing the revolving knives, the back end of the piece dropped into the cutting head and the heel of the hand of the operator was badly cut.

2. A boy in a woodworking shop was asked by the instructor to surface a piece of wood for the handles of a cedar chest. The chest was the teacher's project and was his personal property upon completion. The piece was too small to be processed on the power jointer. The boy cut one of his fingers making it necessary to amputate part of it. Several years later, apparently the injured boy consulted an attorney concerning the advisability of filing suit for damages resulting from the accident. The attorney wrote a letter to the teacher concerning some settlement out of court. Sufficient time had then expired so that it was impossible to file suit legally against the teacher.

3. A boy using the lathe caught a turning tool in the revolving wood. The tool gouged a finger of the operator. The pupil was given first aid by the school nurse. The instructor frequently observed the condition of the injury, and it seemed to be progressing satisfactorily. Several days after the accident occurred, the pupil was absent, whereupon the principal of the school approached the instructor to discuss the details of the accident. The parents had informed the principal of the accident and reported that the boy was in the hospital for treatment of tetanus which

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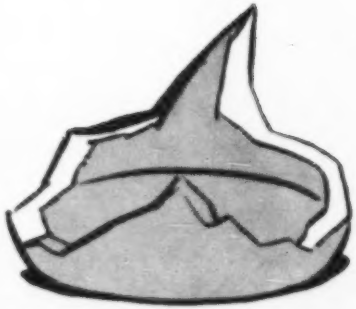

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resulted from the injury. The pupil recovered and returned to school. Teachers and administrators, in general, seem to realize the immensity of the problems which may develop from accidents of pupils in the school; although the matter tends to end at this point —with little or nothing done to develop a sound safety program. Therefore, whenever an accident occurs, the attitude is to minimize the seriousness of the accident and endeavor to discuss it, if forced to do so, with such statements as "accidents will happen." Much effort is given to "hushing" the whole affair in order to avoid criticism and, above all things, to prevent court action.

Should there be some provision whereby school employees might take the initiative in providing means for legal and just compensation to those who rightfully deserve it in case of injury to pupils in the school shops?

Should the state make some provision whereby the industrial education teachers are legally protected against claims for personal injury to pupils resulting from accidents in school shops?

There is considerable evidence to show that there have been many more law suits for damages due to injury in school shops in the states of New York, New Jersey and California than in other states. This condition, I am sure, is not entirely due to *more accidents* but is probably due to *more cases* being taken into court. These three states are considered progressive in that they have provided laws which are in keeping with the current local philosophy.

There seems to be general agreement that the liability of a teacher for an accident in a school shop is about the same as the liability of any person for an injury of a child outside the school unless the courts or legislature specify otherwise.

Realizing his great moral and legal responsibility for accidents involving pupils in the school shop, the teacher should derive considerable satisfaction from the security provided by a personal protection policy.

This type of policy should cover the damages which might result from an accident in the school shop. Several authorities on this topic expressed a feeling that such insurance coverage for the teacher may encourage the filing of more damage suits against the teacher.

Teachers interested in carrying this type of policy are warned to give close attention to the exemptions which are included in some contracts. The protection most desired may have been made an exception. An example of this exception is: "If caused by the assured's willful, deliberate and/or malicious acts." This exception might be very troublesome. Practically anything which the teacher might do could be argued by an insurance attorney as a willful and deliberate act.

Boards of education in Ohio cannot legally use tax money for insurance premiums. Appropriate legislation is necessary before money is available for a plan in Ohio similar to those in states which follow more progressive procedures in providing for damages to pupils injured in the schools.

"Negligence consists in the failure to act as a reasonably prudent and careful person would under the circumstances involved." The presence or absence of care demonstrated by a teacher is usually a question for the jury. Since the definition includes the words "under the circumstances" it may be reasonably prudent for the teacher to act in one way under one set of circumstances and negligent for him to act in the same way under a different set of circumstances. Circumstances which might enter into the question of degree of negligence are, for example, age of the pupil, his size, and his record of dependability.

The teacher acts in the place of the parent in relation to the pupil. His duties and rights are equal to, or greater than, those of the parent in so far as negligence is concerned. The teacher has the responsibility to anticipate danger or an accident, and to remove the circumstances which may cause the accident. Should the teacher fail to act, he is negligent. He may act under other circumstances, but his act may be incorrect or a negligent act.

General agreement among authorities on school law is that teachers are likely to be considered negligent under the following conditions, should an accident to a pupil occur:

1. Absence of teacher from shop while pupils are in the shop.
2. Teacher leaving the shop, with unqualified teacher in charge of the class.
3. Pupils using equipment in the shop which has not been approved by the board of education. Some teachers bring their personal equipment to the school shop.
4. Permitting pupils to work in the shop other than during the regularly scheduled periods and especially without acceptable supervision.

5. Permitting pupils not enrolled in shop classes to use power equipment.
6. Pupils being sent outside the shop to perform hazardous duties.
7. Making the use of all power tools compulsory.
8. Allowing pupils, especially prone to accident, to use power machines. Some physical and also some mental conditions should make a pupil ineligible in so far as the use of some power tools is concerned.
9. Failure to keep written reports of every accident occurring in the school shop regardless of injury.
10. Failure to get written statements from witnesses in case of accident.
11. Failure to administer safety tests and to retain such satisfactorily passed tests for use in case of liable suit for negligence.
12. Failure of the teacher to keep in mind the fact that his pupils are children and that the actions of children are normally guided by childish impulses. It is the teacher's duty to use much care in anticipating or foreseeing the results of such impulses and prevent avoidable injury.
13. Failure of the teacher to realize that the ordinary care mentioned above is defined by law as greater caution in conduct when one is dealing with children than with adults. Children do not think, act, or avoid danger as adults would Danger may even attract them.
14. Failure of the teacher to realize that the law demands from children less care for their own safety than it demands from adults. The measure of care in this instance is the care usually shown by children of like age, intelligence and experience in similar situations. Children may take risks that adults will shun.

These are only a few of the many conditions which are conducive to legal liability. There are many specific conditions of a physical and a human nature which must be properly controlled in order to avoid being held legally liable for the injury of pupils in the school shop.

The shop teacher must anticipate accidents and eliminate accident hazards.

Freak Squeaks of 1950

by PAUL JONES

SO YOU think flying saucers are fantastic? Then just take a look at what the National Safety Council has dug up this year in its annual search for odd accidents!

Monkeys that drive cars into people . . . boats that crash into autos on dry land . . . collar buttons that send collar buttoners to the hospital . . . fish that are run over by autos while swimming . . . fallen angels that bust their bones.

Still think flying saucers rate the No. 1 goofspot? Read on!

You may have suspected that some accidents are caused by monkey business. But it remained for Alice, a trained chimpanzee, to clinch it. Riding her motor scooter before an enthusiastic crowd at the St. Louis zoo, Alice became so giddy with applause that she zipped off the stage in a showy exit, ran down Trainer William Rogers and banged him up, but good.

It is relatively seldom that boats and automobiles run into each other. But it happened at Maysville, Ind., when an uninhibited motor boat leaped out of the White river and crashed into a car parked 20 feet in on dry land. Result: one dented hull, one dented fender and one red face—the latter on Emmett Holsapple, who explained that he had neglected to close the throttle as his boat neared shore.

If autos can be struck by boats on land, why can't fish be run over by autos while swimming? They can—and were in 1950. J. V. Short was driving along the flooded street in front of his home in Toledo, Ohio, when he struck and killed two fish that had migrated from a pond in his yard when high water caused it to overflow.

No man who has ever struggled into a dress shirt will be too surprised at what happened to John H. Bradford of Richmond, Va. As director of the state budget, Mr. Bradford has pulled out of some mighty tight squeezes—but none as tight as the collar he tried to button one night in dolling himself up for an important party. Director Bradford fought so fiercely that he had to go to the hospital for emergency treatment of severe finger bruises inflicted by the collar button. He switched to sport shirts.

Cary Wilmer, Jr., of Atlanta, Ga., hopes for the best in the hereafter, of course. But he also hopes that he makes out better as a

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real angel than he did on his pilot run. Playing an angel in an amateur theatrical, Mr. Wilmer came down to earth with a bang when the cable supporting him above the stage snapped as he floated in mid-air.

And in Glendale, Calif., ex-City Manager Charles C. McCall has applied for state compensation with the claim that he swiveled so vigorously in his swivel chair that he hurt his back. (You lugs who don't rate swivel chairs —wipe off that smile!)

Every mother, doctor, policeman and fireman knows that any small boy has an irresistible urge to stick his head into places it doesn't belong. Cases in point:

Mickey Holloway of Birmingham, Ala., was as pleased as any two-year-old boy would be at his fascinating ability to make faces at his older sister. The faces were even more satisfactory, Mickey discovered, when they were framed between the bars of the bannister in his home. You guessed it. His head got caught between the bars. Firemen pried him loose. Even his sister felt sorry for him —a little.

But the boy who emerged head and shoulders above any other head-sticker-into of 1950 was young Philip Burrows. Phil also was only two years old, but he had the advantage of living in Hollywood, Calif., where they do things more spectacularly. So Phil chose to steal headline honors by getting his head stuck in, of all things, a toilet seat. Even the firemen, accustomed to this type of crisis, were impressed as they went to work with a saw to dethrone him. They succeeded, and everything is hoity toity now.

It is a well-known sociological fact that a kiss in a car has upset many a driver and many a car. But the unusual thing about the loving smack that smoocher Garrit Van Drie of Belding, Mich., bestowed on a fair driver to cause a wreck was the fact that the recipient was his mother, and Garrit was only three.

At Toulouse, France, a gust of wind shook eight-year-old Louis Henry out of his seat in a ski lift directly over an 800-foot chasm. His skis became entangled in the wires of the lift and held the boy suspended over the chasm until the lift was reversed to a point where he could be released.

To avoid that tired and rundown feeling, four-year-old Brian O'Connor of Woodlawn, Md., suggests hurrying out to lunch. That's what he did when his mother called him to his noonday meal. Seconds later a six-foot, 1500-pound tire — fugitive from a road scraper—crashed through the wall of the room Brian had just left and demolished the spot where he had stood.

It is no uncommon thing during a parade to see a man waving a flag. But even in these topsy-turvy days it is somewhat startling to see a flagpole waving a man. Yet that's what happened during a Fourth of July parade in Springfield, Mass. Henry Lefeave, watching the parade from a third-story window, leaned out too far, lost his balance, plummeted toward the ground, grabbed the top of a flagpole jutting from the window. Old Glory dipped in deference to Henry's weight, but he managed to hold on until he was pulled through a second-story window.

Roadhogs undoubtedly have caused many a traffic accident, but seldom so literally as in Coal Valley, Ill., where a horse ridden by Karen Dahm tripped over a pig waddling complacently down the center of the road. The horse fell on Karen, who suffered from shock. So did the pig.

Every year, at least one field mouse leaves the field to get in an automobile and cause an accident. This year the roving rodent hitched a ride in a car driven by Francis Jetty of St. Louis. It was discovered by Mrs. Jetty, who just did what came naturally. Her startled husband drove off the road and banged into a hydrant. Mrs. Jetty went to the doctor. The car went to the garage. The field mouse went back to the field.

It's getting so it isn't even news any more when a dog shoots a man. But the thing that folks couldn't get over when John Schlittler's dog shot him in the arm at Graham, Tex., was that it looked like the pooch did it deliberately. The trigger-happy hound sidled over to John's gun, sniffed it, glanced contem-

platively at his master, then raised his paw and pulled the trigger.

Less painful but even more embarrassing was the experience of Policeman Donald Otto of Detroit. As the young patrolman was strolling with his girl friend on his night off, his service pistol let go and shot off the seat of his pants.

The last thing in the world nine-year-old Theron Longley of Bow, N. H., expected as he wound up for a hot cadenza on his trumpet was that he would blow out four teeth. But that's what he did! Inhaling prodigiously for a final triumphant blast to a stirring march, Trumpeter Theron swallowed a denture he had been wearing since an automobile accident two years before.

A big league baseball pitcher expects to take his bumps out on the mound now and then. But Hurler Jack Bruner of the Chicago White Sox was knocked out while sitting on the bench! Bruner was perched on one end of a bench in the bull pen of Yankee Stadium and Pitcher Randy Gumpert was sitting on the other end. Gumpert jumped up to watch an exciting play. The bench tilted, and Bruner landed on the ground so hard he bruised the elbow of his pitching arm and was out of action for days.

And Vitamin T. Smith, a burly halfback for the professional Los Angeles Rams, was knocked out of the game for 10 days by an injury incurred not on the gridiron, but as he was walking to the football field for a practice session. Smith's cleats skidded on the sidewalk and he fell against the top of a jagged iron post. It took 12 stitches to shut up the wound in his arm, and more than stitches to shut up his teammates' wisecracks.

When Kenneth Wayne Christopher was taken to the hospital in St. Joseph, Mo., for injuries sustained when his vehicle crashed into a fixed object, doctors weren't able to get a word out of him. One reason was that he was only nine months old. His accident occurred when the stroller in which he was riding coasted across the floor, into a chair.

When officials of the Motor Vehicle bureau suggested to Motorist Carrie Miller of Newark, Ohio, that she drop in and get her driver's license, she took them literally. Her car went out of control in front of the bureau's office, crashed through the door and injured two bureau employees. Driver test postponed!

In January the towboat Franklin D. Roosevelt rammed and damaged a pier on a railroad bridge over the Illinois river near Pekin, Ill. In September another towboat struck the same pier and finished the job of demolishing it. The name of the boat? Harry S. Truman!

And in Yankton, S. D., Farm Reporter George B. German of radio station WNAX, enthusiastically supporting National Farm Safety Week, decided to make transcribed interviews on the danger of falls in the farmyard. Arriving at a farm in a driving rain, the safety crusader leaped from his car, slipped in the mud, fell and broke his ankle. The interview on falls rang with realism.

Flying saucers, roll back to your cupboard. Things are screwy enough as they are!

Students ask the Questions

by PAUL E. LANDIS

THE reduction in automobile insurance rates in Ohio, effective in 1950, "due to a decrease in automobile accidents as a direct result of the aggressive program of driver education in the high schools and the constant application of public information," has elicited the query: "What makes Ohio's driver education program so effective?" The answer is: "a teaching program which gives ample time for the personalized approach from instructor to student and the liberal use of resource visitors who pursue the open forum-type discussion period."

As an illustration of this resource visitor phase of the program, let's take the case of the traffic safety advisor for the division of traffic and safety, department of highways.

The premise for the creation of this position was the need for a qualified person to meet with local public officials, civic leaders, safety council managers and other individuals interested in safety, to discuss local traffic safety problems and to co-ordinate the activities of the state highway department with such activities as could be developed on the local level. This meant many appearances before local groups, such as P-TA's, women's federations, luncheon clubs and other organizations. In several instances, the local driver education instructor was in the audience. Consequently, the traffic safety advisor was asked to address a driver education class. Like a chain letter, requests multiplied and in 1949, programs of 45 minutes or longer were presented to 48 high school driver education classes in Ohio.

In the beginning, the program was usually on the subject of "signs, signals and pavement markings or things the student should know beyond the classroom work." A portion of the program was always left open for questions and answers, and from these questions

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Classroom driver education should make use of signs, signals and maps.

subsequent changes were made in the type of program until the development of the current theme, "Safety is a question of attitude."

The soundness of this theme is based upon the feeling that acceptance of any teaching is a question of the attitude of the student. The basis for the development of acceptance is understanding, and understanding can best be acquired through the pursuit of knowledge by questions.

As an example of a broad range of thinking in a comparatively average group of driver training students, the most recent case of St. Thomas Parochial High school in Zanesville, Ohio, is cited.

This was the third visit to this school, to three different groups of students but all under the same instructor. Both previous visits had been interesting and divergent in character. One had been the talk on "Attitudes," supplemented with a movie; and the other had been a session with a magnetic safety board, discussing the techniques of traffic control to prevent accidents.

On the occasion of the third trip, it was planned to continue with the magnetic safety board illustrating driver responsibilities in certain areas of conflict, such as intersections. But, as is often the case, the class had been advised of the visit and prepared a list of questions. This list of questions follows:

1. Does all traffic stop when streetcars or buses load or discharge passengers?
2. What is the purpose of "S" bridges?
3. Should all new traffic lights have an amber color?
4. When there are four lanes on a one-way street, which lane do I stay in?
5. Can I go through a traffic light when the caution light is on?
6. Why are three-lane highways still in use if they are so dangerous?
7. Who has the right of way at an intersection where there are four stop signs?
8. Is there any distinction between an avenue and a street?
9. Which makes the best highway—cement, brick or asphalt—and why?
10. Why are signs on highways so small?
11. Why has the government permitted one-lane bridges to be built?
12. Why haven't railings been put up on sharp curves and where there is water on the sides of the road?
13. When there is a street light and a stop sign at the same intersection, do you have to stop even if the light is green?
14. Why haven't some four-lane highways been divided by some object?

In conclusion, it will readily be seen that this class of students had developed an "attitude" . . . had become aware of conditions that are involved in the traffic picture which they may never before have noticed . . . had developed an interest in the correction of conditions which might tend to complicate their driver conduct and had recognized and embraced their opportunity of becoming an influence for good in the over-all traffic problem in the community.

The development of proper attitudes, supplemented with sound information, will do much toward the acquisition of desirable practices in the field of safety education.

Magnetic safety boards help students solve problems of right of way, as well as other important traffic situations.

Traffic Safety for Denver School Children

by WILLARD N. GREIM

OUR schools in Denver have organized faculty safety committees, student safety councils, school safety patrols; have fenced in all playgrounds; and have employed units on safety in the various grades, all for the purpose of giving children the proper background to appreciate and practice safe procedures.

We have bicycle inspections, and bicyclists know all of the do's and don'ts. Driver education courses are offered high school students as they reach the legal age for driving.

So, the job is done? No, because the adult driver and pedestrian must be educated.

Is this the job of the public schools? What are we doing about it?

Fortunately, many organizations in Denver realize this is partially their job: the P-TA, the Denver chapter of the National Safety Council, newspapers, radio stations, the American Automobile Association, the city traffic engineering division, public schools, private schools, and a few others, all doing safety work in this area.

Yes, there is some duplication, but there is also co-ordinated effort. Representatives from these groups meet with the local P-TA safety chairman to discuss problems and ways and means. The child safety committee of the Denver chapter of the National Safety Council is composed of representatives of many of these groups, and they plant some good seed. Newspapers and radio stations publicize safety efforts. Pupils carry information home to their parents. Police officers make calls upon school principals, talk to student bodies, show movies to P-TA's, and are generally helpful in safety education.

Are we doing a complete job of safety education? No, not in any area of education, but we are progressing.

Is the city traffic engineer doing his job? Yes, but we are all co-operating, all groups are trying to help. We have a school advisory committee composed of representatives of private and parochial schools, the Denver chapter of the National Safety Council, the traffic engineering division, the P-TA, and the police enforcement officers. This committee advises concerning the location of traffic control signals, crosswalks for pedestrians, parking about schools, and such items. Parent-teacher groups make traffic counts, and principals supply data to the committee pertaining to the number of pupils who cross at various intersections. The voice of each parent is heard concerning location of school crossing lights and other safety items. The traffic engineer does not arbitrarily install lights; he considers committee recommendations.

Education is taking place at the same time that engineering is being done. Principals and teachers know why it is necessary to route pupils to and from schools along certain streets. Portable stop signs, which were placed in the street and used for many years, are being discontinued and replaced by blinker-type lights suspended over the street. All persons involved — principals, teachers, parents, motorists, and children—know the reasons for this action and the change is more readily accepted.

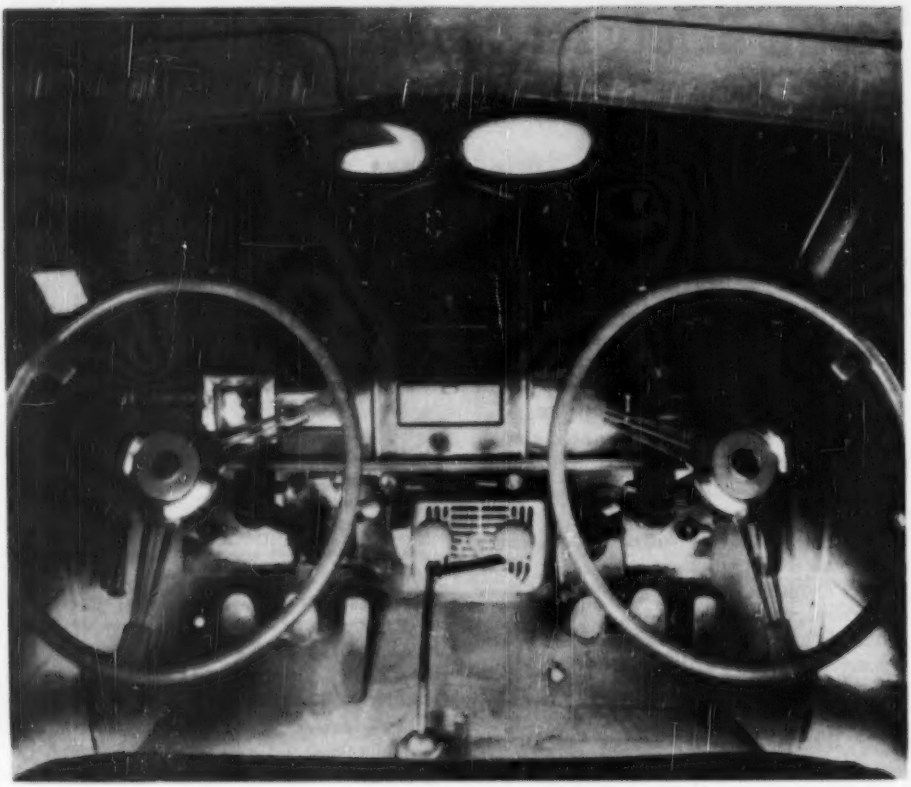
Engineering? Yes, engineering with education, not arbitrary engineering but co-operative engineering, is helping solve our safety problem.

Enforcement? Enforcement is necessary and must go hand in hand with education and engineering. One-way streets and parking changes are made after there is publicity through press, radio, schools and parent-teacher organizations.

We have, as most schools have, some double parking about schools at closing hours. Principals and police talk with offenders, explaining why double parking is undesirable. Police issue reminder tickets to violators.

In Denver, education is not limited to schools, nor engineering to the traffic engineer, nor enforcement to the police. The police do not expect the schools and safety patrols to take over their responsibility of getting pupils to and from school. The police solicit help and get it from parents and schools, but the police do the enforcing. The schools need help with safety education and they get it. The traffic engineer solicits aid and he gets it. By co-operation of all forces and interested individuals, we are effecting a traffic safety program which improves yearly.

MR. GREIM is director of health education of the Denver (Colo.) public schools.



Dual-control car.

Driver Education *Must* now make good

by MARION R. TRABUE

TEACHERS of safe driving may soon be faced with a challenge which they cannot meet by anything less effective than their best professional efforts. The Farm Bureau Mutual Automobile Insurance company announced recently that it would apply regular adult liability insurance rates to "drivers under 25 who have satisfactorily completed a state-approved driver-training course." If other insurance companies should adopt similar policies, the responsibilities that will fall on the shoulders of teachers of driving will be far greater than they have been up to the present. The prospect of having to carry these responsibilities is, however, a challenge.

Young people love action and speed. Older people usually react more slowly and deliberately. It is not surprising, therefore, that the accident rates are higher among younger

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people. Insurance companies have been able for many years to sell liability insurance policies to older persons at somewhat lower rates than they could afford to sell them to younger persons.

Trained Young People

Now it appears that at least one automobile insurance company believes that a certain group of young persons (those who have been taught to drive carefully) actually has no more accidents than older drivers. If this company's belief is sustained by more complete actuarial statistics, other insurance companies will undoubtedly adopt a similar policy and charge the same insurance rates for trained young people as for older persons.

Teachers of safe driving should not overlook the possibility that, as it becomes financially profitable for a young person to be able to point to a record of having "satisfactorily completed a driver-training course," less serious-minded groups of young people may apply for admission to such courses. The students who have chosen to take these courses in the past have usually done so because they really wanted to learn to drive safely. A majority was deeply and sincerely motivated.

There is danger that greatly increased numbers of students in the future may have only a shallow financial motive in taking lessons in driving. They may not respond as quickly or as fully to carefully guided experiences and instruction as have their more serious predecessors. In any case, it is more important now than ever before for the teacher to be sure that a young person who has completed the course has actually acquired the attitudes, understanding, and habits of safe driving.

Public Has Confidence

If the insurance companies should find that young drivers who have had driver education courses are involved in accidents almost as often as those who have not had such courses, boards of education and the taxpayers whom they represent would soon stop paying for the education of drivers. The public has so far been inclined to believe our claims that the driver who has learned to drive safely will continue to drive that way, but if the actuaries of the insurance companies obtain evidence to the contrary, the public will soon lose confidence in our instruction and in our claims for it.

The vindication of our claim that driver education reduces the accident rate may not, however, be the most important challenge presented by the action of this insurance company. Public education is provided in a democratic state as a device for improving the state itself—through developing in its citizens the knowledge, skills, and attitudes that will lead them to co-operate with one another in finding better solutions to the practical problems of their common welfare.

The automobile has created a number of problems that affect vitally the welfare of all citizens. Learning to drive safely is one of the important problems facing young people today. If the actuaries of the insurance companies find it possible to certify to the efficiency of our instruction in this field, the confidence of the public in the efficiency of our instruction in other areas of modern living should be greatly strengthened.

Doubts May Arise

Unless we can prove our effectiveness in this field, however, where cold facts can be tabulated by impartial statisticians, grave doubts may well arise regarding our efficiency in other fields.

Learning to drive safely, because it typifies so clearly the various steps and factors involved in learning to solve problems of the common welfare, offers an unusually rich opportunity for teachers to guide students in the development of those mature attitudes of social responsibility which are the essence of all civic education. Mere knowledge about an automobile and mere skill in its operation are not enough. In fact, the acquisition of mere knowledge and skill in this field, as in others, may actually make the driver a far more dangerous person than he was before they were acquired.

All-Important Factor

The all-important and controlling factor, without which skills and knowledge become a social curse rather than a blessing, is the development of mature social attitudes and purposes in the learner. The student, in driving as in other problems of the common welfare, must learn to subordinate his own desire for immediate selfish pleasure and temporary thrills to a concern for future health and more permanent satisfactions. He must learn to use foresight and to anticipate possible dangers. He must develop a sincere concern for the health and welfare of others. When skills and knowledge are acquired as means for the achievement of such socially

responsible attitudes and purposes, they will be used *for* (rather than *against*) the common welfare.

Few problems of the common welfare have as strong an appeal to the adolescent youth as learning to drive a car, and few if any other problems offer the teacher a richer opportunity to develop the socially responsible attitudes which are fundamental to good citizenship in a democratic society.

Challenge to Teachers

The challenge to teachers presented by the action of this insurance company must be taken seriously. The boys and girls who are certified by teachers as having "satisfactorily completed a state-approved driver-training course" must meet with fewer accidents than other young persons. Teachers must not give such certification to those who have only learned facts about an automobile and its operation. Mere dexterity and skill in the handling of a car must not be accepted as adequate evidence of success in such a course.

Only those students who have developed sincere attitudes of respect for others, real determination to co-operate with others in making streets and highways safe for all, and the operating skills and knowledge required for making these attitudes effective behind the wheel should now be certified as having completed a driver education course.

Driver Education at Stake

Not only is the reputation of driver education directly at stake, but the confidence of the public in the effectiveness of the total instructional program of the public schools may well be affected by the later performance on the roads of the young drivers who are certified by the schools. Our effectiveness as teachers of safe driving will now be reflected by insurance rates. The public will take notice. We *must* make good!

Students who are certified by teachers as having "satisfactorily completed a state-approved driver education course" are less likely to meet with accidents.

Actually

How Dangerous Is Touch Football?

by D. K. MATHEWS and E. D. MICHAELS

SINCE 1946 the University of Illinois' intramural program has noted a definite increase in the popularity of touch football. Substantiation of this fact is found in the total team enrollment reported for the four years, 1946, 1947, 1948 and 1949. The team entries increased from 67 in 1946 to 114 in 1949. Of all the team activities reported, touch football ranks only second to basketball, which has not noticed an increase in total team participation since 1946.

However, in 1948, a count of actual participants shows that basketball drew 1,582 students, while touch football drew 1,515 students. The immense popularity of touch football shown at the University of Illinois is a valuable aid in exposing the student to a healthful, recreative and social program which intramurals offer. Touch football is truly a large muscle activity, hence develops strength. The many opportunities for open field running indicate the valuable endurance factors present. It is an outdoor activity giving the student an opportunity to benefit from fresh air and sunshine.

It is an apparent fact that an activity which is both popular and physically sound must also be reasonably safe in order to be acceptable in a good physical education program. A recent article in SAFETY EDUCATION magazine by George Haniford* implies that touch football should be abandoned from the intramural program. This decision came about through the numerous injuries sustained during the 1948-1949 practice season.

In response to Haniford's article, Williamson,** in an article entitled "We Like Touch Football," states that for the 1948-1949 season not a single injury was incurred during the 150 game schedule at Florida State university. The only rule changes reported by Williamson were the elimination of tackling and blocking, which were replaced by touching and screening.

Rather than base conclusions on opinions, investigators set about to conduct a more comprehensive study involving touch football injuries.

With the co-operation of A. B. Klingel, director of the intramural sports program, the study was begun. One investigator acted as field supervisor of the touch football leagues, so that a careful analysis of the program could be made day by day. The officiating, attitude of competitors, attitude of spectators and management of those injured were the topics kept in mind throughout the field observations.

The officials of the games included one paid referee and one student from the professional physical education class in outdoor recreation. It was felt that if one of the officials were paid, he would be inclined to do a better job of officiating. The student from the outdoor recreation class was graded for his performance, hence he also had an incentive to do a good job.

Before the leagues got under way, the officials and managers from the various teams were oriented on the rules and procedures of the game. The rules at the University of Illinois have been modified so as to have a minimum of body contact while still keeping the nature of the game intact. Only rubber gym shoes were allowed on the field; unlimited substitution; all players eligible pass receivers; a free ball on the ground was dead when touched by a player; use of hands not allowed; no player could leave his feet while blocking; and interference on the kick-off was forbidden.

Accident report forms were made available for the officials in reporting injuries. These

*Haniford, George, "Touchball or Not," SAFETY EDUCATION, May, 1949. pp. 2-3.

**Williamson, G., "We Like Touch Football," SAFETY EDUCATION, January, 1950. p. 7.

MESSRS. MATHEWS and MICHAELS are physical education instructors at the University of Illinois, Urbana, Ill.

reports were made out in triplicate at the time of the accident, no matter how severe or slight the injury. It was reported in full detail by the official in charge of the contest.

The athletic department at the University of Illinois indicated its keen interest in the intramural program by providing the varsity football training staff and facilities for immediate treatment of those injured. Along with this gesture, and further aiding the student, the athletic department volunteered to take care of all medical expenses resulting from intramural competition. It is evident that through excellent co-operation and understanding, the administrative staff at the university had recognized the safety factor involved and provided a near ideal situation in meeting possible emergencies which might have arisen on the playing field.

Upon completion of the play-offs, all accident report cards were carefully studied and a personal interview was held with each case reported. Results were tabulated. The tables shown here indicate that there were seven serious injuries — fractures and dislocations. Twenty of the injuries were listed under sprains and bruises, which can be expected in most competitive game situations. The remaining injuries may be classified as of medium seriousness.

Table II gives the results of the statistics from all games played. With a total of nearly 600 games involving 114 teams, the total days of school lost were only 21. Thirty-seven injuries seem like a relatively small number in comparison with the number of games and participants. The investigators recognize the fact that to decrease the number of injuries is both feasible and possible.

In considering the removal of touch football from the curriculum it becomes necessary to weigh carefully the number of accidents in contrast to participants along with the benefits derived therefrom. From the included data, which were very carefully collected and studied, we, at the University of Illinois, decline to remove this game from the intramural roster. However, a conscious effort will be conducted in the direction of further reducing accidents which, in the investigators' opinion, is far more important than merely discarding the activity from the program.

The conclusions of this study are in perfect agreement with a poll taken at a recent meeting of the "Big Ten" intramural directors. Only one affirmative vote was cast in answer to "Is touch football too dangerous to be included in the intramural program?"

In order to further the reduction of injuries, this study indicates that, if the following recommendations are accepted, touch football will rank low in accidents sustained. Listed in order of importance they are:

1. It is indicated that students should be persuaded to adopt a conditioning program for their teams prior to competition. Between October 1 (the first contests) and October 31, 30 of the 37 accidents occurred. This argument may be further strengthened on the basis that excellent playing conditions prevailed during these first four weeks.

2. Rules interpretation examinations, along with frequent meetings and clinics should be required of the officials. The investigators recognized a need for the trained official throughout the field observations. It might also be added that the intramural directors of the "Big Ten," at their recent meeting, also suggested training officials for the intramural program.

3. Establishment of a set of rules similar to those used by the University of Illinois.

4. Articles in the college paper stressing fair play and sportsmanlike conduct among both spectators and participants. The attendance during the competition averaged approximately 600 students each afternoon. It was quite obvious that the spectators' attitudes toward the officials' decisions influenced, to some extent, the participation.

TABLE I

Injury	*School Days Lost*	*Extent of Injury*
Knee ligament pulled	½	stiff, ¼ week
Broken nose	2	hospital, 2 days
Cracked rib	0	taped, 1 week
Nosebleed	0	no trouble
Sprained left hand	0	sore, 3 weeks
Tooth missing, lacerated hand	0	2 stitches in hand; soft diet, 2 weeks
Sprained knee	½	stiff, 3 weeks
Dislocated shoulder	0	stiff, 3 weeks
Tooth lost, fractured jaw	½	sore, 2 weeks
Twisted knee	0	stiff, 1 week
Separated shoulder	7	hospital, 7 days
Fractured wrist	0	cast, 2 days
Bruised back	0	no trouble
Lacerated leg	0	no trouble
Skinned elbow, knee	0	no trouble
Hemorrhaged hip	0	sore, 1 week
Laceration on lip	0	2 stitches; sore, 1 week
Head bruise	0	no trouble
Ear bruise	0	no trouble
Pulled muscle, leg	1	stiff, 1 week
Bruised knee	1	stiff, 3 weeks
Sprained knee	0	stiff, 3 weeks
Broken finger	½	splint, 3 weeks
Knee bruise	0	no trouble
Bruised waist	0	no trouble

(Please turn to page 34)

Upper Elementary Accident Summary

by JENNIE SPADAFORA

MAY is the month in which accidents occur most frequently to children in the fourth through sixth grades, according to monthly tabulations of student accident summaries received by the National Safety Council during the 1949-50 school year. The May rate for these children was 16.26 per 100,000 student-days, compared to the average rate of 13.71 for the school year. In September the rate was 15.75, but by December it had decreased to 11.20. The January, February and March rates were about 12.5 while the April rate rose to 15.02.

The accompanying table gives the seasonal trends of the principal rates in the fourth through sixth grades. The all-accident rates for all grades indicate the differences in the record between these pupils and the whole student body. The all-accident rates in the fourth through sixth grades were larger than those for all grades in most months and only slightly below the all-grades rates in October, November and December.

On the average, school jurisdiction accidents at this grade level occurred more frequently than nonschool jurisdiction accidents. However, the situation was reversed in September, October, April and May.

About two fifths of the school building accidents occurred in the gymnasium and another one fifth in classrooms and auditoriums.

The average rate for basketball accidents in the gymnasium was 0.12, while the average for other gymnasium activities was 0.91. Basketball accidents occurred most frequently in October, December and February, while the rates from January through April for accidents in other gymnasium activities were much higher than the average — ranging from 1.02 to 1.20.

The highest rate for classroom and auditorium accidents, 0.73, was recorded in December followed by 0.70 in November and 1.67 in May. Except for a low September rate, the rates in other months were fairly close to the average for the year—0.59.

About 60 per cent of the school ground accidents at this grade level occurred while the children were engaged in unorganized activities, such as running and scuffling. The rates were high in each month.

The popularity of baseball can readily be seen in the accident rates for April and May —1.32 and 1.31, or one third of all school ground accidents in those months.

Accidents on the way to or from school were most frequent in February and March, when the rates were 1.01 and 1.03. The lowest rates were 0.71 in September and 0.75 in November and May.

Home falls retained their high frequency throughout most of the school year. Monthly rates fluctuated from 0.93 in March to 1.35 in September, but in December dropped to 0.61. Cuts and scratches were fairly frequent, but did not follow a definite seasonal pattern. The lowest rate, 0.47, came in April; the highest, 0.82, in May.

Motor-vehicle accidents not on the way to school were most frequent in open-weather months. The highest rates were 0.68 for September and 0.84 for April. From October to February they ranged from 0.34 to 0.53.

Street and sidewalk accidents of these pupils also occurred most frequently in the fall and spring of the year. The October rate was 1.38 and the April rate 1.35. In February it was only 0.59.

MISS SPADAFORA is a member of the statistical division, National Safety Council.

STUDENT ACCIDENT RATES PER 100,000 STUDENT-DAYS—September, 1949 to May, 1950

Classification	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Average Sept.-May
4TH-6TH GRADE										
Total Accidents	15.75	15.42	12.63	11.20	12.72	12.46	12.50	15.02	16.26	13.71
School Building	1.92	2.40	2.69	2.93	3.01	2.96	2.72	2.68	2.36	2.62
School Grounds	4.80	4.34	3.78	3.07	3.46	3.10	2.89	3.78	4.01	3.66
Going to or from School	.71	.84	.75	.81	.83	1.01	1.03	.80	.75	.84
Home	3.41	3.10	2.39	1.84	2.42	2.55	2.27	3.07	3.43	2.71
Other	4.91	4.74	3.02	2.55	3.00	2.84	3.59	4.69	5.71	3.88
All Grades										
Total Accidents	14.35	15.55	13.29	11.34	11.16	11.71	11.83	14.06	14.60	13.03

Effective Protection for School Crossings

by GEORGE W. HOWIE

I HAVE more than a professional interest in this subject. My oldest boy was a school safety patrol, so we look at the picture from at least four sides in our home—the children themselves, the school patrol, the parent, and (if he can make himself heard) the traffic engineer.

School crossings are one of the major problems of every local traffic administrator, not only because we all have a genuine interest in child protection; but also because school protection seems to demand time, attention, manpower, and materials all out of proportion to the magnitude of the problem as measured by any factual basis.

A detailed search through traffic data fails to reveal any statistically reliable picture of the school crossing record. Much data would have been compiled, if they had had really had accident records.

While the action program of the President's Highway Safety conference deals with more than 100 distinct subjects in the field of traffic control, there is no mention of school crossings, as such, in the 46-point engineering plan, and only one brief mention—that "school safety patrols should be established where traffic surveys indicate a need"—in the entire program.

Synthesis of several sets of data from widely separated sources seems to indicate that less than 1 per cent of the nation's traffic accidents occur at protected school crossings during the hours when children are going to and from school.

Statistics, no matter how convincing, are no comfort to bereaved parents; they provide little assurance to the mother who sends Johnny on his way to school each morning and feels some worry over his safety until he's back home again; they give only scant backing to the engineer who is beset with petitions and delegations demanding signals, signs, paint, police officers, or even street closure at every school crossing in town.

In a field, such as traffic control, where uniformity is the prevailing practice, school crossing protection stands out in its lack of uniformity. Many local jurisdictions which comply religiously with other recommended standards express their own individuality for school crossing protection. The fact that so many local jurisdictions have seen fit to deviate from standards could indicate that something is lacking in the nationally recommended practices.

The manual on uniform traffic control devices establishes a black on yellow diamond-shaped sign (24 inches by 24 inches) as the standard school crossing and school zone advance warning. Standard crosswalks are recommended to mark the crossing point. Warrants for traffic signals at school crossings are outlined.

Signs and markings are not the only things in which we see much variety in this field. Operation of the crossings is variable from state to state and even between different local jurisdictions within a state.

The school safety patrol had its start 37 years ago. Today there are nearly a half-million patrol boys and girls. No one can say with certainty how many of them operate according to the standard code for patrol operations.

We do know that many patrols deviate from the recommended standards which, as you know, provide that "patrols shall not be charged with the responsibility of directing vehicular traffic, nor should they be allowed to direct it." Their responsibility is to hold children back until there is a gap in traffic—not to create that gap.

The most effective protection ever devised for school crossings is, of course, the uniformed regular police officer who can take up his fixed post each day. Unfortunately this is too expensive.

Almost equal to the regular policeman on fixed post duty is the auxiliary adult crossing guard. Properly trained and administered, this provides excellent protection.

Crawford, Brooks, and Eldridge, at the University of Illinois, under supervision of Professor C. C. Wiley, conducted experiments

(Please turn to page 35)

MR. HOWIE is traffic engineer for the city of Cincinnati, Ohio.

safety education data sheet—

No. 51

Safety in Pupil Excursions

STATISTICS

1. There are no national statistics available on the number of pupils injured on field trips or other educational excursions.

THE PROBLEM

2. In recent years the popularity of the school excursion has greatly increased. It is an excellent method for enriching the curriculum since it adds reality to classroom education. And every trip is an opportunity for teaching safety in a functional fashion.

GENERAL SAFETY SUGGESTIONS

3. All trips require careful planning with the class and with *all* adults involved. This includes arrangements for children to get safely to their homes if the trip extends longer than the regular time for school to close. And every child should have a permission slip signed by his parents before making the trip.

4. No vehicles should be used for any excursion unless they are in perfect operating condition and the driver is competent.

5. Whatever means of transportation are used, the teacher must check to see everyone is properly seated. Even in buses there should be no changing of seats after the bus has started. Do not permit pupils to put heads or arms out of bus windows, or throw anything out of windows.

6. Teachers must acquaint themselves with the safety factors involved before planning an excursion. This is best done by making an exploratory trip to the place to be visited.

7. Trips should be scheduled at times, and to places, that will permit students to secure information on the safety unit or topic being studied when the trip is made. Every effort should be made to keep the purpose of the trip in the mind of each student.

8. Before the trip, hazards likely to be encountered should be discussed and plans should be made to cope with those hazards.

9. All small children should wear an identification badge, and the teacher should make a frequent count of her group. Use of the buddy system or patrols will aid greatly in keeping an accurate check on the group.

10. There should always be one adult at the beginning of a line and one at the end. And there should be a sufficient number of

adults to supervise the group. The number needed is flexible, depending on the size and age of the group. Some authorities suggest at least 2 adult leaders for a group of 16 and 1 additional adult for every 8 pupils beyond the total group of 16.

11. A post-excursion review should cover all aspects of the trip, including an evaluation of the information secured and an analysis of the safety factors of the trip itself.

PLANTS, FACTORIES, ETC.

12. Get permission for the group visit from an authorized official of the plant. Discuss with the authorizing agent possible hazards of the visit. Don't undertake the trip if hazards are numerous.

13. Unless there are no hazards of any kind connected with the type of activity in the place visited, be sure the class is divided into groups small enough so that *each pupil can be watched by teachers or group leaders.*

14. Be sure someone in authority in the organization visited acts as a guide to point out and warn of dangerous equipment, falling objects, heating units and furnaces, loose materials on floors, etc.

15. Check to see that the group is wearing proper clothing for the trip. Students should wear clothing that is close-fitting and with no loose portions that might get caught in moving machinery, etc. Sashes, bows or neckties with long ends should not be worn.

16. Instruct students to keep hands free in case it becomes necessary to use handrails when going up and down stairs. Never permit horseplay nor running or scuffling.

17. Keep group or groups together; stragglers are usually the ones who have accidents.

WATER AREAS

18. Trips to areas for the purpose of swimming or boating require very close supervision. All rules for swimming and small boat safety must be strictly enforced. These rules are fully developed in Safety Education Data Sheet No. 27—Swimming, and No. 28—Small Craft.

ZOOS

19. On trips to the zoo teachers must be absolutely sure that everyone knows and follows the zoo's safety rules and regulations.

FIELD TRIPS

20. Wear comfortable clothing suited for the weather. Good-fitting, well-broken-in shoes and wool socks are a primary consideration. High heels should not be worn on *any* kind of field trip. Aside from making walking very tiring and difficult on muddy, sandy, rough or undergrowth-covered ground, they are a tripping and ankle-turning hazard.

21. Other clothing worn must not be so snug that it binds any part of the body. Strenuous movement is uncomfortable if clothes are too tight. Clothing should also fit so chafing is not possible.

22. Be sure to plan so there is sufficient time to make the return trip in daylight. Trips considered in this data sheet do not involve staying over night.

23. Make arrangements in advance for a meeting place if anyone becomes separated from the group.

24. On narrow paths through heavy brush, see that students walk single file and do not try to hold branches for the person following. Branches will snap back and possibly cause injury. Keep students far enough apart so that each one handles branches himself.

25. Warn the group to be on the alert for roots, trailing vines, fallen branches, loose rocks, etc.; any of these could cause a fall.

26. If barbed wire fences must be negotiated, see that students move extra slowly and with special caution.

27. Be sure group is on the lookout for bulls when crossing pastures and fields. Bulls, when enraged, injure and kill people. Everyone should know the location of the nearest fence or wall.

28. Do not allow trespassing on railroad property. It's against the law and dangerous.

29. Permit no drinking from strange wells, springs or other water sources unless they are approved by some reliable local persons who *know* the water is safe.

30. If the field trip is an area where wood ticks (especially the three varieties which cause Rocky Mountain Spotted fever) are found, see that students make an occasional inspection of the more accessible parts of the body, such as the neck, on the leg, inside of or just above, a loose boot or shoe. A more thorough and complete inspection at the end of the field trip is a safety precaution. (For complete information on dangerous ticks, see the National Safety Council Data Sheet—Tick Bites, Industrial Data Sheet D-R.R. 1.)

31. Do not permit pupils to walk close to the edge of overhanging banks where soil might give way. And see that the group avoids walking close to the bottom or under overhanging banks where rocks or soil may fall. Overhanging or loose banks near rivers or lakes must also be avoided.

32. Tree climbing should be discouraged unless necessary for making some observation.

33. Don't take group near bogs or marshes.

34. There should be no "skylarking" or horseplay, especially when climbing on or around steep rocks.

STREET AND HIGHWAY SAFETY

35. On city streets the teacher must see that the group obeys all traffic signals and crosses the street without straggling. If the group is too large to cross on one change of the traffic light, the party should cross in small groups, with someone in authority responsible for each group.

36. At crossings protected by school patrols or police, be sure everyone obeys the instructions of the patrol or officer.

37. In the country, avoid walking on highways. If it is necessary to walk on highways, the group *must* walk single file on left side of pavement—facing traffic. When highways must be crossed, always check for oncoming traffic and be sure there is plenty of time to cross.

SOURCES

38. SAFETY EDUCATION DATA SHEET NO. 43—HIKING AND CLIMBING. School and College Division. 4 pp. Illustrated. Chicago, Ill.: National Safety Council. 1950.

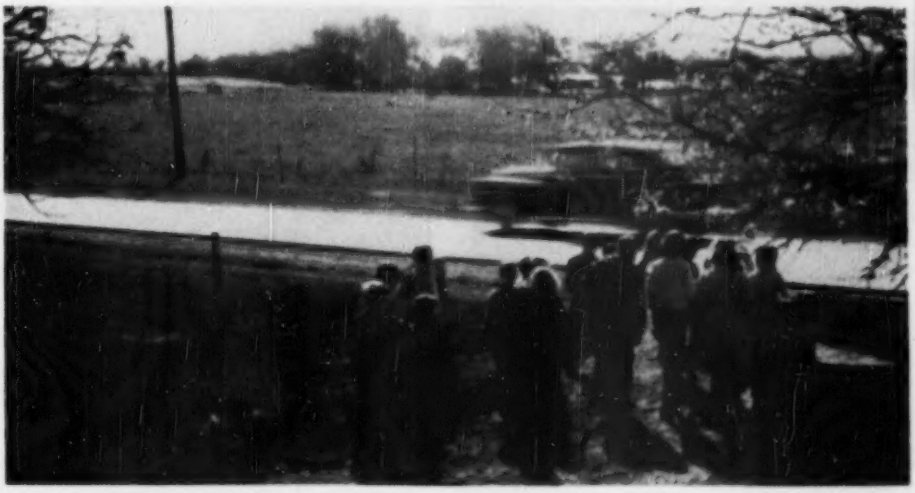
39. SAFETY EDUCATION IN THE SECONDARY SCHOOL. School and College Division. 55 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949.

Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop

Data Sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

On any excursion where group must cross highways, check for any approaching traffic before crossing.



Don't FALL

Cluttered stairs are accident makers. Keep all stairways clear by storing things in their proper places.

Office furniture makes an unstable stand for reaching—always use a ladder; don't use a makeshift.

All rugs in the home should be anchored with non-skid pads to prevent them from slipping underfoot.

Highly polished floors and electric cords under rugs are tripping hazards and may cause falls.

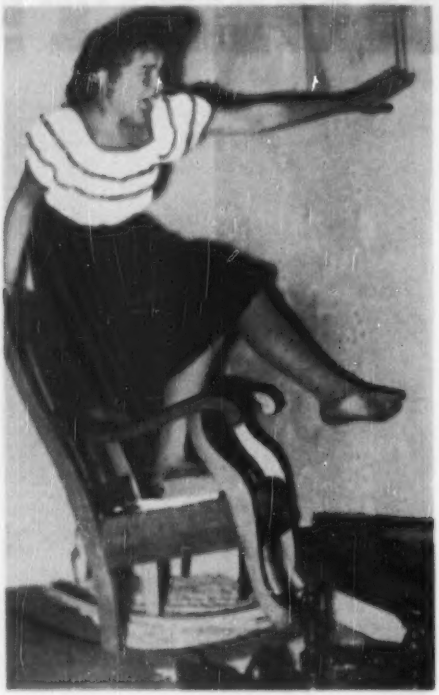
FOR AN ACCIDENT!

Unsafe ladders should never be used to climb on at work or in the home: check condition of all ladders.

Keep hand free to grab handrail in order to keep balance and prevent fall, when walking on stairs.

In those parts of the country where snow and ice cover streets and sidewalks, wear proper footwear and use extreme caution at all times when walking.

Chairs with rockers are not sure foundations for work around the home: never use them to stand on.



Standing on boxes atop chairs is a sure way to a fall: use a ladder, not a chair to hang pictures.

Dark stairways, which are cluttered with everything imaginable, are always dangerous: keep stairs clean and well-lighted for safety.

February, 1951

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Sketch S9052A

Keep Play Space Clean

PLAY SAFETY

Where to Play—The Four Seasons

Copy and—

Look at each picture and tell the missing word in the safety suggestion below it. Tell which play space nearest your home would fit the safety suggestion for each season.

1. In Spring

Play baseball away from cars and where there isn't any _____.

2. In Summer

Swim where you know how deep the water is and where there is a _____.

3. In Fall

Play tag away from _____ and where there isn't any broken glass or trash.

4. In Winter

Coast away from automobiles. Don't coast down driveways or _____ onto cars.

What Should You Do—

Copy and—

Supply correct answer.

1. If you find your father's pistol in a drawer?

2. If you find a red metal can with a spout in your garage?

3. If you see younger children playing with matches?

4. If you are asked to play a game in a lot that is filled with broken glass and trash?

5. If you are asked to play ball in the street?

6. If you are invited to slide on a sled into the street?

7. If your friends tease you to go out on the ice that is beginning to thaw?

Let's Talk About The Sketch

1. Why is it dangerous to play where there is broken glass?

2. Why should you pick up unbroken bottles from your play space?

3. What is the safest way to pick up broken glass?

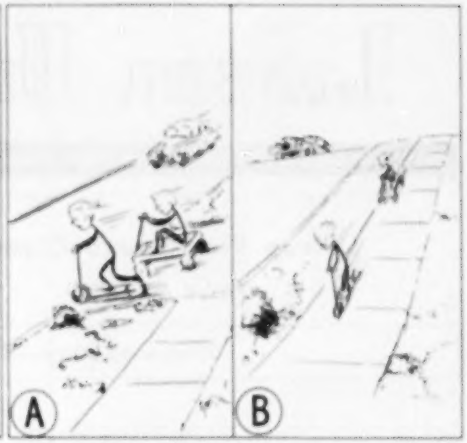
4. Do you know of any play space that should be cleaned up?

Prepared under the direction of Helen Salter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

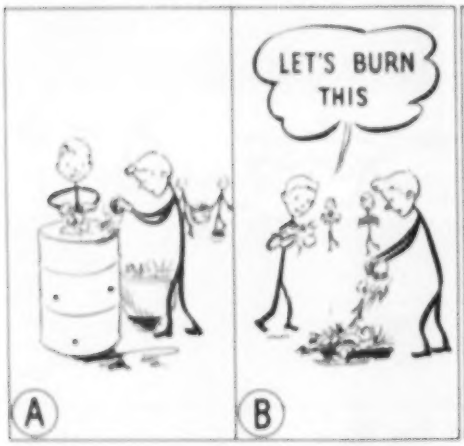
Play Safety Problems

Copy and—
Tell which you would do. Tell why you would do each one.

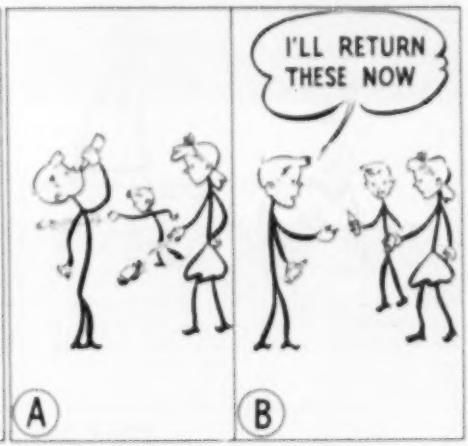
1. _____



2. _____



3. _____



4. _____

Answers to "Let's Talk About The Sketch"—1. Because you may fall and receive a bad cut, or the glass may go through thin shoes. 2. So you don't trip over them; also the glass could be broken and glass fragments could cut someone. 3. Wear gloves. 4. Pupils should answer this question from their own experience.

Answers to "Where to Play—The Four Sessions"—1. Trash, glass or cars; 2. life guard; 3. cars or traffic; 4. hitch.

Answers to "What Should You Do"—1. Leave it in the drawer. 2. Red cans may contain gasoline; do not touch them. 3. Tell an older person immediately. 4. Refuse to play until the lot has been cleaned completely. 5. Refuse to play ball in the street; suggest going to some park or lot to play ball. 6. Do not slide on any sled which will go into the street; suggest another place to sled. 7. Don't go out onto thawing ice; it may break.

Answers to "Play Safety Problems"—1. B. because a field littered with trash and broken bottles could cause serious injury if one should fall; also bottles are a tripping hazard. 2. B. because there is no danger of being hit by cars. When coasting on the sidewalk do not permit your sled, wagon or scooter to bump into people. 3. A. because the metal container will keep the fire from spreading; nevertheless, do not light a fire in a metal container unless an older person is there to stand watch all the time it is burning. 4. B. because the bottles cannot be broken, or be tripping hazards, if they are returned immediately.

February, 1951

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Sketch S9052A

Keep Play Space Clean
PLAY SAFETY

Play Safety Test

Copy and—
Mark *true* or *false*. Tell why you think as you do about each question.

_____ **1.** The street is safer than a small lot for playing baseball.

_____ **2.** It is best to clean up an empty lot before playing on it.

_____ **3.** It is stupid to risk one's life playing tag around parked cars in the street.

_____ **4.** Many baseball injuries come from fielding and base running, because of improper sliding and fielding.

_____ **5.** Batters should be sure to throw the bat as hard as possible so it will be out of the way.

_____ **6.** Coasting down a drive is safe if you plan to stop before sliding into the street.

_____ **7.** If a ball lands in, or rolls into, the street, the game should be stopped while someone goes after the ball.

_____ **8.** When attending a meeting at a public place, you should make it a habit to notice where the nearest exit signs are.

_____ **9.** When gardening, you should leave your rake and hoe on the ground with prongs or blade upward.

_____ **10.** When playing a running game, you should keep sharp objects, such as pencils, knives or sticks, out of your mouth or hands.

_____ **11.** In all games spectators should be kept out of the playing area.

_____ **12.** You never should point a gun at anyone even in fun; treat every gun as though it were loaded.

Let's Talk About The Sketch

1. Why is it dangerous to play where there is broken glass?

2. Why should you pick up unbroken bottles from your play space?

3. What is the safest way to pick up broken glass?

4. Do you know of any play spaces that should be cleaned up?

_____ **13.** In order to prevent a tragedy, you should start a brush or bonfire only when there is an adult present.

_____ **14.** Endangering another person's eyesight by throwing rocks or ice balls, shooting paper clips or any other object may be criminal or gross negligence.

_____ **15.** Tripping others is harmless fun.

_____ **16.** It is clever and sportsmanlike playing to keep on for just a minute after the umpire blows the whistle.

Project

Make a series of pictures showing where to play various games and sports. You might include pictures of "Where to Swim", "Where to Coast on Sleds", "Where to Play Marbles", "Where to Fly Kites", etc.

Answers to "Play Safety Test"—1. F, 2. T, 3. T, 4. T, 5. F, 6. F, 7. T, 8. T, 9. F, 10. T, 11. T, 12. T, 13. T, 14. T, 15. F, 16. F.

Answers to "Let's Talk About The Sketch"—1. Because you may fall and receive a bad cut, or it may go through this rope of shoes. 2. So you don't trip over them; also the glass could be broken and glass fragments could cut someone. 3. You should wear gloves when picking up broken glass. 4. Pupils should answer this question from their own experiences.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.
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Jim and His Hero

Jim always admired his favorite uncle's athletic record. Jim liked to look at his uncle's trophies of excellence.

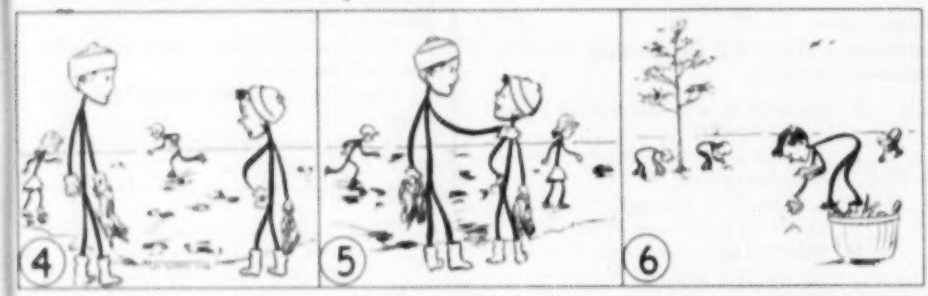
"I hope I can learn to play as many sports as you," Jim said.

"Jim," his uncle said, "How would you like to take in some sports with an old man like me?"

"Oh, I would," Jim answered enthusiastically.

"It's a date," Jim's uncle agreed.

Jim's uncle was a busy man. He couldn't see Jim often, but at last the day arrived when he was to go skating with Jim. As the weather began to warm up, Jim began to worry.



At the lake only a few boys were skating. The ice looked thin.

"I guess we can't skate today," Jim said sadly. "The ice should be four inches thick for skating, and it isn't."

"Jim, I'm proud of you. You show real judgment in not taking a chance on thawing ice. Sportsmen know *where* and *when*, as well as *how*. Congratulations."

Jim was looking over the lot on which the gang plays baseball.

"I know it's clean," he said, "but I just want to make sure there isn't a stray piece of glass or trash on it."

Jim introduced his uncle.

"We think it is nice of you to umpire for us," Bill, the captain, said. "I guess this field doesn't look like much to one who has played in big leagues."

"Yes, it does," Jim's uncle replied. "First, it isn't the street. No one plays well with one eye on traffic. And it's clean—no tripping over bottles or being cut on glass. Play ball!"

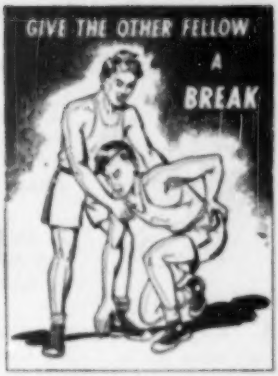
"A great game!" Jim's uncle said. "I liked your sportsmanship and your batting habits—no throwing the bat or crowding the batter. Here's a big league autographed ball for this fine team!"

February, 1951

Junior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, physical education, guidance and safety



Sketch S9055A

Give the Other Fellow a Break

SPORTSMANSHIP

Sportsmanship Test

Copy and—
Mark *true* or *false*. Talk over your answers in class and tell why you feel as you do about each.

_____1. Sportsmanship is a tradition in America.

_____2. After the game a good sportsman reviews the umpire's or referee's mistakes and makes legitimate excuses for losing.

_____3. The crowd applauds the player who gives the other fellow a break.

_____4. Sportsmanlike actions are foolish if no one can see you are giving the other fellow a break.

_____5. Good sportsmanship may be shown in activities other than athletics, such as driving.

What's Wrong With These Gymnasium Procedures and Situations?

Copy and—
Supply correct answers.

1. Loose shoe lace
2. Light switch near showers
3. Accumulated soap film on shower room floor
4. Protruding nail from locker room bench
5. Locker doors left open
6. Window pole lying on gymnasium floor
7. Standards on high jump placed so that extended pin faces jumper
8. Finish line for hurdles five feet from wall
9. Sliding down rope
10. Rope climbing without mats
11. Chinning bar used by several students at same time
12. Students traveling on travel rings in two directions
13. Lockers or wall used as finish line for relays

Athletic Safety Hints

Copy and—
Fill in blanks.

1. Play on fields only when they are in _____ for playing.
2. When watching a game, stand back from the _____, especially when watching baseball, the shot-put, discuss throw, archery and pole vault.
3. Keep locker doors _____ so that they will not be a hazard to others.
4. When athletic equipment is not in use, put it _____
5. In the shower room, place the soap in the _____
6. Use a _____ when you are the catcher in a baseball game.
7. Use a headgear when scrimmaging in _____
8. Use an eye glass _____ if it is necessary to wear glasses in a body contact game.
9. Before strenuous participation in football and basketball, _____ ankles and wrists.
10. Always precede any strenuous activity with a period of _____

Answers to "What's Wrong With These Gymnasium Procedures and Situations?"—1. cracked, 2. broken, 3. closed, 4. away, 5. container, 6. mats, 7. footballs, 8. protector, 9. tape, 10. warm-up.

Answers to "Athletic Safety Hints"—1. conditions, 2. points, 3. T.

Answers to "Sportsmanship Test"—1. T, 2. F, 3. T, 4. F, 5. T.

Answers to "Sportsmanship in Athletics Examination Test"—1. at a distance, 2. below the hip, 3. Keep your distance from, 4. Sportsmanship, 5. hip or shoulder, 6. avoid tripping, 7. never point it at others, 8. Applaud, 9. Don't slide, 10. let the rider know you are coming, 11. Don't foul, 12. clean up your trash and extinguish fire, 13. box, 14. check correctly, 15. six feet ahead, 17. similar, 18. after looking behind you, 19. do not, 20. are completely out of range, 21. obeyed, 22. single file, 23. do not show.

Answers to "Sportsmanship Test"—1. T, 2. F, 3. T, 4. F, 5. T.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Sportsmanship in Athletics Recognition Test

Copy and—

Underline the word or words which make each statement the sportsmanlike thing to do.

1. When on an unsupervised toboggan hill, follow the sled ahead (at a distance, closely).

2. In hockey, keep the stick (above the hip, below the hip).

3. (Keep your distance from, Run close to) other craft when out in a motor boat.

4. (Taunt, Encourage) those who wear full protective sports equipment.

5. Block a football player by making contact with (hip or shoulder, unprotected part of the body).

6. In basketball, (trip, avoid tripping) a member of the opposing team.

7. When handling an unloaded pistol or rifle (point it playfully at others, never point it at others).

8. (Jeer, Applaud) good attempts by the opposing team.

9. (Spike, Don't spike) a baseball player of the opposing team.

10. When approaching another rider, when horseback riding, (let the rider know you are coming, keep as quiet as possible).

11. (Duck others, Don't fool) in the water.

12. After an outing, (leave your trash and smoldering fire, clean up your trash and extinguish fire).

13. In boxing, (box, slug) your opponent.

14. When preparing to shoot arrows, pitch horseshoes, etc., (show your skill by just missing people, check to be sure that everyone is in the clear) before proceeding.

15. In baseball, when an infielder is waiting to tag you, (hurdle into the infielder, slide into base correctly).

16. When ice skating, cut in ahead of another skater when you are (three feet ahead, six feet ahead).

17. It is good sportsmanship to participate in athletic sports with those of (similar, different) age, size and experience.

18. When fishing, cast overhead (after looking at the water, after looking behind you).

19. Practical jokes (do, do not) show good sportsmanship.

20. When playing golf, hold your next shot until players in front of you (have started across the green, are completely out of range).

21. When a swimmer is confident he can handle the situation, the lifeguard's whistle to return should be (ignored, obeyed).

22. When bicycling in the street, ride (single file, two or three abreast) at all times.

23. Throwing things and booing (show, do not show) exuberant good sportsmanship.

Projects

1. Using the above sentences as a basis for discussion, consider your own sportsmanship in each area presented. A valuable discussion question might be "How can we encourage people to *want* to show sportsmanship?"

2. Ask some of the school coaches to tell you of incidents that they remember of good sportsmanship by high school or college students. You might broadcast such incidents to your class or to the school over the public address system.

3. Check with the school nurse to find out whether she knows of any accidents to high school students that were caused by poor sportsmanship.

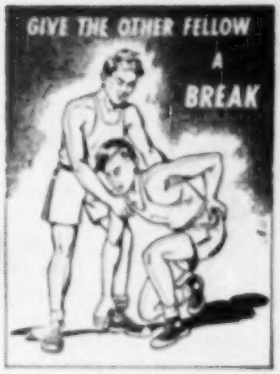
4. Take a poll of your group to determine the nature of injuries they have suffered in sports or recreation. Draw up a list of principles or rules for such accidents as your group has encountered. Any publicity that you can give to such facts as the nature of the injuries, the time lost and the cost, together with suggested preventives in the future, may help to prevent these same accidents to others.

February, 1951

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American problems, American history, physical education, driver education, guidance and homeroom



Sketch S9055A

Give the Other Fellow a Break

SPORTSMANSHIP

Introduction

Sportsmanship is a tradition in America. We expect our athletic heroes to be good sportsmen. We expect them to play "clean" games and to be good losers as well as good winners. The crowd applauds the player who gives the other fellow a break; crowds don't cheer the player who takes advantage of the fellow who is down.

Can you name some players in your own school who have the reputation of good sportsmanship? Can you think of an instance in which one of them gave the other fellow a break?

High-school graduates in your own school who have learned good sportsmanship have basic equipment for living. Especially important is sportsmanship in the area of driving. The driver who gives the other fellow a break is not only showing traditional American sportsmanship; he is also helping to prevent injury or death to others and himself.

In one important respect, sportsmanship in driving is different from sportsmanship in athletics. In athletics one learns to take chances—chances that may bring in a winning run or result in yards gained. In driving one learns that a good driver does *not* take chances. Mature insight indicates that it is good judgment to take chances in athletics when only a point or a game is at stake; it is not good judgment to take chances when lives are at stake. Do you agree?

Sportsmanship in Driving Recognition Test

Copy and—

Cross out the words which will leave each statement the sportsmanlike thing to do. Tell *why* you would or would not make each a driving habit.

1. When driving with passengers, or alone, (take chances, don't take chances) with their lives or your life.

2. Dim your driving lights (before, after) the other fellow has dimmed his lights.

3. If the car ahead is going at a very slow speed, (take, do not take) a chance on passing on a curve.

4. (Keep well to the right of, Straddle) the center line.

5. If a pedestrian is in the path of your car between intersections, (maintain, give up) your right-of-way.

6. When a driver tries to pass, (maintain, increase), your speed.

7. When a driver indicates a desire to get into your lane in order to turn, (let him wait his turn, give him room).

8. On a four-lane highway, drive so that cars passing you can pass on your (right, left).

9. When the railroad warning bell is ringing, but the train seems some distance off, (hurry across, stop and wait for train to pass).

10. When the driver of a car has had a drink, (ride with him, refuse to ride with him).

Answers to "Sportsmanship in Driving Recognition Test"—1. in a dynamo; 2. below the dip; 3. keep your distance from; 4. Bainowaqe; 5. hip or shoulder; 6. avoid injuring; 7. never point a at others; 8. Applied; 9. Don't spur; 10. on the rides Know. You are coming; 11. Don't foul; 12. clean up your tracks and exaggerated fire; 13. four; 14. clinch to be sure that everyone is in the clear; 15. slide into base a life; 6. stop and wait for train to pass; 16. refuse to ride with him.

Answers to "Sportsmanship in Athletics Recognition Test"—1. don't take chances; 2. below; 3. do not take; 4. keep well to the right of; 5. give up; 6. maintain; 7. give him room; 8. stop and wait for train to pass; 16. refuse to ride with him.

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Projects

1. Using the above sentences as a basis for discussion, consider your own sportsmanship in each area presented. A valuable discussion question might be "How can we encourage people to want to show sportsmanship?"

2. Ask some of the school coaches to tell you of incidents that they remember of good sportsmanship by high school or college students. You might broadcast such incidents to your class or to the school over the public address system.

3. Check with the school nurse to find out whether she knows of any accidents to high school students that were caused by poor sportsmanship.

4. Take a poll of your group to determine the nature of injuries they have suffered in sports or recreation. Draw up a list of principles or rules for such accidents as your group has encountered. Any publicity that you can give to such facts as the nature of the injuries, the time lost and the cost, together with suggested preventives in the future, may help to prevent these same accidents to others.

SPECIAL AREAS SAFETY EDUCATION

by DeWITT HUNT

Abstract of a report presented at the 38th National Safety Congress and Exposition.

WHILE there is some experimentation with the idea of a separate general safety education course in a good many high schools, the likelihood of the general application of this technique of teaching safety on the high school level is remote. Special driver training courses will probably be universalized. In the Chicago city schools all high school students must complete this course before graduation. In some states driver education courses are required by law in every high school, but if safety in the home, on the farm, in occupations and in public places is to be taught in public high schools this phase of safety education will probably be included in the "special subjects" areas.

If this be true, an over-all study of the needs for instruction in nonautomobile safety should be studied by a secondary school curriculum group and definite plans made for its inclusion. Specific safety subjects should be assigned to each special subject and course. In this report, several special subjects will be discussed and definite proposals for the responsibilities to be assumed in each area will be made.

Home Economics Courses: The opportunity of home economics instructors for saving lives now being lost through home accidents is both real and challenging. Almost one third of all fatal accidents occurring each year result from accidents in the home. Of the more than 30,000 annual home fatalities, more than 5,000 children under four years of age die in home accidents. Of all children who die between the ages of five and nineteen, more than one third die as a result of accidents. These facts indicate the importance of safety education in home economics courses. Since home economics teachers probably meet three fourths of all girls who pass through the American high school, their opportunity for developing desirable attitudes towards accident prevention and for teaching safe practices in home activities is probably greater than in any other school subject area. The following activities are typical of the safety-minded home economics teacher:

Include safe practices in all homemaking instructional units.

Study the local accident situation through newspaper stories, hospital surveys and student reports of home accidents.

Conduct home safety inspection programs by the use of check lists in the hands of home economics students.

Conduct adult education courses in home safety.

Teach the safe use of mechanical and electrical devices used by women.

Agriculture Courses: Courses in agriculture being taught in secondary schools may be classified in two types—general and vocational. While some farm safety may be taught in general agriculture courses the greater opportunity for this type of instruction is inherent in the vocational agriculture programs. More than 8,700 teachers are employed in instructing approximately 335,000 farm youths in farming practices in the federally subsidized vocational agriculture departments in American high schools.

It is estimated that more than 17,000 farm people lose their lives in accidents each year, about 4,300 resulting from farm work mishaps. It has been said that farming is the most hazardous of all wage-earning activities. The opportunity for farm safety instruction in agricultural courses is easily apparent. Organized farm safety work pays off in lives saved, as evidenced in the states where farm safety specialists are engaged in conducting state-wide farm accident preventive programs. It is quite possible that less formal safety work is being conducted in the field of farm safety than in any other occupational group. The conservation of human life is no doubt more essential to the national economy than is the conservation of forests, the soil or the production of greater amounts of field crops and farm animals. The agriculture teacher

MR. HUNT is head of the department of industrial arts education and engineering workshop, Oklahoma A & M college, Stillwater, Okla.

Safety taught in physical education classes applies to classroom activities, playgrounds, games, hiking, water sports and many other recreational activities.

Almost all high school students pursue a course in general science. Many opportunities present themselves in science courses for the integration of sound safety education principles and practices.

should include in his program of activities some or all of the following:

Develop better attitudes toward safety and accident prevention among agricultural students and workers.

Teach safe practices in the use of farm machinery and the handling of farm animals.

Keep a record of farm accidents in his community and devise ways of reducing their frequency and number.

Maintain safe environments in the classrooms and laboratories (including shops) in the agricultural educational department.

Conduct community-wide accident prevention programs.

Conduct farm safety programs for adults in the community.

In Industrial Arts Courses: The 30,000 industrial arts teachers in American schools meet more than two and one-half million students (mostly boys) each week. Their opportunity to develop proper attitudes of safety in working with hand tools and machines and in using materials carries with it an obligation. Without overemphasizing the hazards involved, industrial arts teachers should include safety in every lesson taught. Not only should safe practices be emphasized in each operational lesson, but strict supervision should follow to see that the safest methods of work are employed by each student. The use of personnel organizations in which students occupy positions as safety director, first-aid assistants, members of safety committees and fire prevention supervisors will enlist the support and engage the attention of members of the classes. Specific areas of safety education for which industrial arts teachers should assume the responsibility for teaching include:

Use of hand tools.

Use of power machines, including saws, drills, lathes, planers, etc.

Proper storage of hand tools and auxiliary machine equipment.

Good shop housekeeping.

Fire prevention.

Safe storage and use of paints and flammable solvents, paint rags, etc.

Fire extinguishment.

First aid.

Safety in the use of electricity, extension cords, portable electrical equipment, etc.

In Vocational Industrial or Trade Courses: Trade courses should be made available to mature students. Basic shop safety should

have been learned in earlier industrial arts classes. Special attention must be given to those students who have not taken industrial arts courses to see that they gain the fundamental knowledge essential to results in safe working habits in any shop situation. The emphasis in trade courses must be on occupational safe practices in the field of specialization. Courses related to the building trades should include specific safety instruction applied to the construction industries. Teachers of trade courses should complete general college courses in industrial safety. Industrial safety is the most advanced of all fields of safety. Hundreds of industrial safety workers, specialists and directors are employed in manufacturing concerns all over the nation. The literature of industrial safety is plentiful and practical. Teachers of vocational industrial courses in American high schools and special trade schools *must be* safety specialists and safety supervisors in their own programs. All teaching of trade practices must be done following a criterion of safe practice. "The safe way is the best way" is an axiom accepted by industrial safety workers. The accident rate for industry as a whole has been reduced by at least 70 per cent since the beginning of this century and in certain industries the incidence of accidents has been reduced by as much as 90 per cent. Teachers of trade courses should:

Be well educated in industrial safety and especially the safety required in their specific trade or occupation.

Conform to recommended safe practices in all operational instruction.

Teach carefully and completely the techniques for the avoidance of accidents from specific occupational hazards inherent in the trade being taught.

Maintain the working environment in a safe and healthful condition comparable to the best in industry.

Use all guards and protective equipment recommended by best practices in the occupations being taught.

Conduct first aid courses.

Teach fire prevention and fire extinguishment directly applicable to the trade or occupation being studied.

Physical Education and Safety: Since the activities in physical education classes contribute directly to health and recreation, teachers and directors in this special subject find their loyalties somewhat divided. In some states the teachers in this field are organized into an association of "Physical Education,

A good example—conducting experiments safely, and handling equipment properly, teach safety.

Safe handling of cooking utensils, and the right way to operate sewing machines and other household machinery are taught in homemaking courses.

Health, Recreation and Safety." However, in most physical education departments, the safety education included applies chiefly to playgrounds, games, hiking, water sports and camping. These areas of activities if assumed by physical education teachers and recreational directors will require instruction in:

Playground safety
Games safety
Safety and hiking
Water safety
Lifesaving from water accidents
Resuscitation
First aid—etc. etc.

Safety Instruction in the Science Courses: Perhaps almost all high school students pursue a course in general science. A relatively small percentage of them complete courses in physics, chemistry, biology, geology, etc. In all of these courses many opportunities present themselves for the application of principles of science to accident causes. In fact, many phases of accident causes and prevention appear normally only in some of the science studies. These and many other hazards and accident situations can be studied in science classes:

The scientific explanation of combustion.
Spontaneous ignition.
The safe use of acids and corrosive substances.
The explosive range of natural and artificial gases.
The dangers from venomous reptiles.
The dangers from poisonous plants.
Poisons used around the home.
Asphyxiation and its causes.
The effects of toxic gases.
Knowledge about safe use of electricity.

Other Special Subjects Areas: Without extended discussion, reference is made to music, business education and interscholastic athletics or team sports. In the first two, only casual attention is given to safety. In athletic competition, some disregard for personal safety seems inherent, but coaches must teach competitive practices which result in the smallest number of accidents. Protective devices are being continually improved to lessen the seriousness or likelihood of injuries. Coaches' organizations should alert themselves to a consciousness of potential injury situations in competitive sports and strive constantly to reduce them by rule changes or development of protective clothing and devices.

Conclusions and Recommendations: Despite the fact that nearly 100,000 Americans lose their lives annually in accidents, no formal accident prevention programs are now operative on a nationwide basis to reduce the number of these fatalities, except in the fields of industrial safety and motor vehicle operation. In the fields of public, farm and home safety, where nearly 50,000 lives are at stake each year, the special subjects teachers can provide some relief. The following generalizations are made to summarize.

The national associations of special subjects teachers should organize safety education committees with the purpose of producing bulletins on safety instruction in their special areas.

A college course on general safety education should be organized in which all secondary teachers could secure an understanding of techniques of safety instruction for any subject matters usable in special subject areas.

Special safety courses of college level should be organized and made available in several of the special subjects fields, particularly in home economics, vocational agriculture, physical education, trade courses, and industrial arts.

Touch Football

(Continued from page 14)

Shoulder bruise	0	no trouble
Lacerated mouth	0	3 stitches; sore, 6 weeks
Twisted knee	0	no trouble
Laceration on scalp	0	needed no treatment
Lacerated eye	0	no stitches
Hemorrhaged hip	3	sore and stiff, 1 week
Bruised rib	0	sore, 3 days
Dislocated finger	0	splint, 4 days
Knee bruise	5	stiff, 1 week

NOTE: "Extent of Injury," in the authors' opinion, seems to mean the immediate results from the injury, length of time necessary for it to heal, as well as treatment given to the injury. It does not seem to include the actual extent of injury.

TABLE II

Games played	597
Time played per game	⅔ hours
Man hours per game	9.3
Total man hours played	5,282
Injuries	37
Days lost	21
Days hospitalized	10
Injuries per 100 games played	5.1
Injuries per 1,000 hours played	7.0
Days lost per 100 games played	3.5
Days lost per 1,000 hours played	3.9
Hospitalized days per 100 games played	1.7
Hospitalized days per 1,000 hours played	1.9

An Editor's Comments

QUITE properly the authors have accented the importance of adequately trained officials

in the game of touch football. There is, however, a controversial subject which is covered in this article—what constitutes safe or adequate equipment?

At Illinois, only rubber gym shoes are stipulated as "must" equipment, yet a glance at the accident record, in the game of touch football as conducted in the university's intramural sports program, shows that most of the injuries were caused either as a result of physical contact or in an effort to avoid it.

It would seem that this avoidance of physical contact is the most hazardous feature of the game, but a closer examination of the facts discloses that players—because of the "must" on use of gym shoes—are finding the avoidance of personal contact to be just as hazardous as that contact itself might be.

Gym Shoes

The use of a gym shoe, rope-soled shoe or canvas sneaker, on turf or dirt fields is an invitation to disaster. This is especially true when touch football is played in the same kind of weather that obtains for the regulation game. The torturous, twisting runs are going to develop into slippery slides on the slick grass or loose footing of such fields.

Sprains, strains and separations are usually caused by inordinate stress on the muscular structure of the body. We can't go in opposite directions at the same time and expect the avoidance of injury.

Light protective equipment, such as game pants with hip and kidney pads, thigh and knee guards, some type of protective helmet and regulation football shoes ought to be required for the game of touch football.

Under perfect conditions—well-trained participants, good officiating plus a minimum of protective equipment—touch football places a premium on agility and speed. The instinct to counter the rapier thrust with a bludgeoning blow will never be entirely ruled out—not so long as we humans stay human.

Until the milennium — the era of the Golden Rule — let's anticipate injuries from personal contact in a game in which personal contact is rigidly penalized; and let's provide for them by the insurance which adequate equipment will provide.

Biggest controversy will always center around these two words—"adequate" and "protective"—by **Frank Davin,** editor, PUBLIC SAFETY.

School Crossings

(Continued from page 16)

there on various methods of operating school crossing signals.

Briefly, that study recommends push button operation of school crossing signals. The two-lens face, red and yellow, gave fairly good performance; but the studies, as they progressed, moved almost certainly in the direction of a standard three-color face. Flashing red, facing vehicular traffic during the children's crossing period, was found unsuitable. Flashing yellow as an off-cycle indication did not seem effective but perhaps this was primarily due to the fact that local motorists in Champaign (Illinois) had not been educated in the meaning of flashing yellow as they are in many other localities.

The only arguments against the fixed time signal, where warranted, for school crossing protection, are: first, the occasional irresponsible motorist who makes a death trap of the green signal by his willful or careless violation; and second, various problems of turning movement which conflict with pedestrians.

Fixed Time Signals

Fixed time signals certainly should not be installed solely for school crossings. Other standard warrants should be fulfilled. Even then, actuation should be given serious consideration if the location is such that progressively timed traffic flow, or heavy mainline flow, are needlessly interrupted in peak or off-peak hours by a fixed time signal.

Now, let's go back to signs and markings for school crossing protection. Are existing standards for signs at school crossings and school zones adequate? Are existing standards for street markings the best answer?

Crosswalk markings on the pavement, when visible, effectively mark the proper crossing point of the school youngster. Unfortunately, those painted lines have established a faith in the mind of the pedestrian, far in excess of the ability of mere painted lines to fulfill.

Some jurisdictions are using distinctive markings for school crossings, involving only curb and partial street markings. A particularly outstanding example is the "Circles of Safety" employed in several cities. These are curb and street markings which never extend into the normal path of moving traffic —only as far as parked cars extend. They designate by means of a circle the point at which the school patrol is to operate. Such

markings do not invite dangerous crossing practices during nonschool hours.

The standard diamond-shaped advance warning sign probably is all that is needed on many open highways and rural areas. For built-up areas, something more effective is needed.

Many state and local laws specify the legal speed through school zones and crossings. If, in the interest of economy and simplicity, attempt is made to indicate both warnings and speed on a single set of signs, these signs become regulatory; hence the diamond shape is not suitable. Here, I believe, is one of the several school crossing protection problems in need of further study.

The pentagon is the only practical shape not now reserved for some other traffic use. It is not a difficult shape to develop from the standpoint of design and fabrication. It is admirably suited as a pedestrian protection sign because the pentagon sign, viewed from some little distance, does actually resemble the silhouette of a man.

Because of the magnitude of this whole field of pedestrian protection, I recommend that we delve into the problem of greater uniformity so that we may cut the pedestrian traffic toll.

Views AND REVIEWS

SAFETY TEACHING AIDS

• VISUAL AIDS

A Closed Book. 16 mm. or 35 mm. Sound motion picture. Columbus, Ohio: Farm Bureau Mutual Insurance companies, in co-operation with the National Safety Council. 26 minutes. Available on loan or purchase basis.

A Closed Book deals with the life of one community, and how one man changed the attitudes of that town by constantly preaching safety, and by pointing out to the people concrete examples of what can be done.

Many persons would call the doctor, around whom the story revolves, eccentric, and perhaps he was—in a safe way. There would have been no story if his wife hadn't been killed in an automobile accident—but she was. So this doctor set himself up as a one man crusader for safety to make his townspeople safety conscious.

The reactions of the people, the slow change which came over them, and the final outcome of the film are well portrayed. The story, though slow in spots, does not lose the crusading spirit.

Although this film might not be of much value in the classroom, because the film depicts community life, with adult bias, it could prove valuable for parent-teacher and school and community meetings.

• BOOKS AND PAMPHLETS

Project Workbook in Driver Education. Helen K. Knandel. 154 pp. Illustrated. Washington, D. C.: American Automobile Association. 1950. School price, 92 cents.

High school driver education teachers now have a practical workbook in driver education to accompany the textbook—*Sportsmanlike Driving*. The new project workbook follows the continuity of *Sportsmanlike Driving* and utilizes the main points in the text and the Teacher's Manual.

The author, educational consultant for the American Automobile Association, clearly states the aim of the workbook in her foreword to the teacher when she says:

"Driver education is a comparatively new subject in which many teachers are facing pioneering problems. Graded resource materials are still somewhat limited. And, in most scheduling procedures, the same teacher carries out the classroom work and also supervises the driving practice. The teacher is therefore often separated from the large body of the class at times when careful assignments and continued direction of work could result in far greater student development than would otherwise be possible. The workbook fits into this last situation especially well, although it should never be substituted for regular classroom work or used as though it served the functions of the teacher.

"Throughout the entire workbook, special emphasis is on building sound driver attitudes related to the social responsibilities needed for sharing all the traffic activities on city streets and rural highways. The teacher should remain especially sensitive, in guiding the use of this workbook, to the attitude-developing possibilities in every project."

Driver Education Program for Senior Girl Scouts. 26 pp. Illustrated. New York, N. Y.: Girl Scouts of the United States of America. 1950.

AUTHORITY

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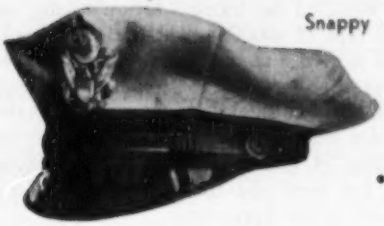
Authority plus dignity plus respect will be given your school patrol if they are outfitted with the right kind of protective equipment. For instance, here is our Sam Browne Patrol Belt, made of white or yellow plastic, or white web. Hardware is of rustproof nickel. Entire belt is easily cleaned.



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Metal patrol badges finished in either nickel or in gold color, to denote position of wearer. Officers' in gold color, members' in nickel.

All rubber raincoats, 100% waterproof. In white rubber, or black or yellow. May be had with school, city, or sponsor's name on back.

WRITE FOR OUR CATALOG

GRAUBARD'S

America's Largest Safety Patrol Outfitters
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This pamphlet is designed to give Girl Scout troop leaders information on how to set up and conduct a driver education program for their Senior Scouts if such a course is not offered in the local high school—or if the high school does not have a complete driver education program.

The suggestions, examples and resources given are based on advice from some of the country's leading driver education authorities.

SPORT FOR THE FUN OF IT. Revised. John R. Tunis. 248 pp. Illustrated. New York, N. Y.: A. S. Barnes and Co., Inc.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1950. $3.00.

Nineteen sports which can be played strictly for "the fun of it" are presented; and all throughout the book the author's welcome philosophy that "the important thing is not necessarily to play well, not to win, not to be champion, but to have fun and obtain the benefits of the game," is readily apparent.

Each sport is presented in the same pattern under origin and background, equipment, playing area, official rules and bibliography.

Safety suggestions are given outright in each sport where the author felt they needed special emphasis. Otherwise, safety is integrated throughout the book.

Some of the sports included are: archery, bicycling, bowling, golf, handball, horseshoes, roller skating, tennis, shuffleboard, softball and skiing.

SKEET AND TRAPSHOOTING. Dick Shaughnessy and Tap Goodenough. 180 pp. Illustrated. New York, N. Y.: A. S. Barnes and Co., Inc.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1950. $3.00.

Written by a champion skeet shooter and the outdoor editor of the Boston *American*, this manual discusses in detail and colorfully every phase of skeet and trapshooting.

Proper and safe gun handling rules and suggestions are presented and stressed as the first items to be learned before taking up either type of shooting covered in the book. There is even a recommendation as to choosing proper footwear to minimize slipping, which could be fatal if it occurred just as the gun was fired. Further safety precautions for handling of guns are found in the official rules for skeet and trapshooting which are included in the Appendix.

There is one point, however, in the safety section which seems somewhat like putting the cart before the horse. It is a warning to handle a gun carefully if the safety catch has been pinned down or removed "to expedite firing." The authors don't actually recommend this practice but mention it as a general practice in both skeet and trapshooting.

Accurate and instructive cartoons, diagrams and photographs help the reader to understand the form, stance, etc., necessary in skeet and trapshooting.

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COMICAL SAFETY

New York, N. Y.—The latest comic book devoted to child safety is "Captain Marvel and the Lieutenants of Safety." Ebasco Service and Fawcett Publications developed and

published the booklet, which is presented in the interests of safety at home and at play.

Much has been said about the possible bad influence of certain types of comic books; now the well-planned lessons and scenarios in this publication show what *can* be done by the same medium to exert a good influence on a vast army of young, impressionable readers.

FAMOUS LAST WORDS

Hartford, Conn.—*Famous Last Words* is the title of a safety folder recently published by the Aetna Casualty and Surety company "as part of a continuing campaign for greater public safety, at home, at work, at play and on the highway."

The booklet is a cartoon-type presentation of certain bad driving habits.

COMING EVENTS

Feb. 6-7, Philadelphia, Pa. Seventeenth Annual Philadelphia Regional Safety Conference and Exhibit (Bellevue-Stratford hotel). Contact Walter W. Mathews, managing director, Philadelphia Safety Council, 17th and Sansom Streets, Philadelphia 3, Pa.

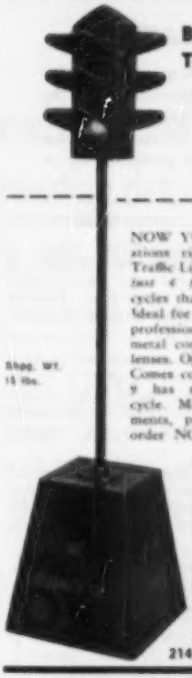
Mar. 4-6, Birmingham, Ala. Twelfth Annual Southern Safety Conference (Tutwiler hotel). Contact Braxton B. Carr, executive secretary, Southern Safety Conference, 2120 First Avenue, North, Birmingham 3, Ala.

Mar. 19-20, Boston, Mass. Thirtieth Annual Massachusetts Safety Conference and Exposition. Contact Edgar F. Copell, president, Massachusetts Safety Council, 31 State Street, Boston 9, Mass.

Apr. 3-6, New York, N. Y. Twenty-first Annual Greater New York Safety Convention and Exposition (Hotels Statler and Governor Clinton). Contact Paul F. Stricker, executive vice president, Greater New York Safety Council, Inc., 60 E. 42nd Street, New York 17, N. Y.

Apr. 10-12, Columbus, Ohio. Twenty-first All-Ohio Safety Congress and Exhibit (Neil house). James H. Fluker, superintendent, Division of Safety and Hygiene, Industrial Commission of Ohio, Columbus 15, Ohio.

Apr. 18-20, Tulsa, Okla. Annual Oklahoma, Statewide Safety Conference (Mayo hotel). Contact Glenn V. Carmichael, manager, Oklahoma State Safety Council, 1600 N. W. 23rd Street, Oklahoma City, Okla.



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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safety Patrol Circular**: Illustrated circular on safety patrol uniform equipment and other safety emblems. Raincoats, helmets, caps, Sam Browne belts, arm bands, badges and safety buttons included. American Badge Co.

2. **Model Traffic Light**: Brochure on a 4-foot high operating replica of a traffic signal designed as an aid in teaching children traffic safety. Signal lights change color—red, amber, green—with twist of operating knob. Operates on standard 110 volt A.C. current. School Safety Light Corp.

3. **Shop Safety**: Illustrated literature on protective eye equipment for school shops. Includes spectacles, goggles, "monogoggles" with one piece lens that fits over regular glasses and eyeshields. Wilson Products Corp.

4. **Traffic Training Board**: Brochure with illustrations on training device for driver and safety classes. A 30" x 40" board on which road patterns are laid out can be used vertically with magnetized model cars and traffic device symbols for demonstrations of driving and traffic problems. Magno-Saf-T Board.

5. **School Patrol Equipment**: Pamphlet with price list on plastic patrol belts, flags of yellow rubber coated fabric, yellow rubberized coats, hats and cape hats. M. F. Murdock Co.

6. **Floor Maintenance**: Illustrated catalog and literature on floor cleaning and maintenance equipment. Powders, waxes, sealers and machinery for scrubbing, waxing, polishing and vacuum cleaning included. Finnell System.

7. **Washfountains**: Brochures and illustrated pamphlets describe circular and semi-circular stone and metal washfountains. For smaller washrooms the semi-circular, foot controlled, self-flushing duo-fountain. Fountain head is designed for easy cleaning. Mixing valve regulates temperature without affecting flow. Bradley Washfountain Co.

SAFETY EDUCATION FEBRUARY, 1951

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Apr. 19-20, Louisville, Ky. Annual Kentucky Statewide Safety Conference (Kentucky hotel). Contact Estel Hack, managing director, the Louisville Safety Council, 214 Speed Bldg., Louisville, Ky.

Apr. 19-21, Kansas City, Mo. Central States Safety Congress. George M. Burns, director, Kansas City Safety Council, 419 Dwight Bldg., Kansas City 9, Mo.

Apr. 23-24, Toronto, Ont. Industrial Accident Prevention Associations, Annual Convention. (Royal York hotel.) R. G. D. Anderson, general manager, IAPA, 600 Bay St., Toronto 2, Ont., Can.

Apr. 24-26, Pittsburgh, Pa. Twenty-sixth Annual Western Pennsylvania Safety Conference and Exhibit (Hotel William Penn). Contact Harry H. Brainerd, executive manager, Western Pennsylvania Safety Council, Inc., 605 Park Bldg., Pittsburgh 22, Pa.

Apr. 26, New Haven, Conn. Connecticut Safety Society, Annual Conference. Donald Ackley, care of G. and O. Manufacturing Co., New Haven, Conn. P.O. Box 1860.

May 9, Bethlehem, Pa. Twenty-fourth Annual Eastern Safety Conference. Contact Harry C. Woods, executive secretary, Lehigh Valley Safety Council, 602 East Third St., Bethlehem, Pa.

May 14-16, Syracuse, N. Y. Central New York Safety Conference and Exposition (Hotel Syracuse). Contact Walter L. Fox, executive secretary, Safety Division, Syracuse Chamber of Commerce, 351 Warren St., Syracuse, N. Y.

May 16-18, Winston-Salem, N. C. Twenty-first Annual North Carolina Statewide Industrial Safety Conference (Robert E. Lee hotel). Contact H. S. Baucom, safety director, North Carolina Industrial Commission, Raleigh, N. C.

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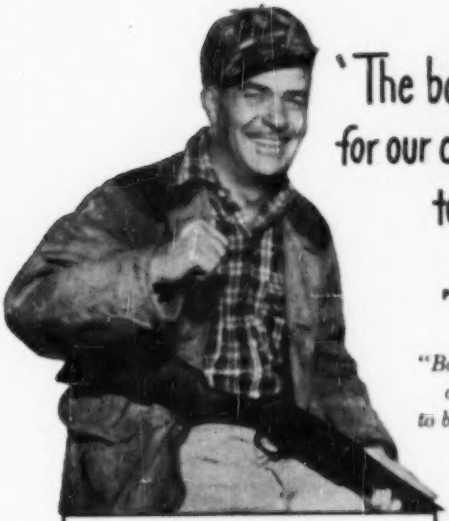

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Your dream can come true, just as the Robinsons' did. *Start now!* It's easy! Just take these three simple steps:

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Your savings will grow rapidly. And you'll be providing security not only for yourself, your family, and the free way of life that's so important to us all.

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